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STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

July 16, 2010

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To: Ms. Doris Voitier, Superintendent
St. Bernard Parish School Board

From: Jeanette B. Vosburg, Executive Director

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 044-111

Title: Model Early Childhood Program (MECP)

Allocation: \$160,411.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Dr. Charles F. Raviotta

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

Agency:		St. Bernard Parish School System		Parish:		St. Bernard	
Agency Head:		Doris Voitier		Project Administrator:		Dr. Charles F. Raviotta	
Title:		Superintendent		Title:		Supervisor	
Agency Fiscal Agent/Budget Contact:	Name	David Fernandez		Address:	Street/P.O.	200 East St. Bernard Highway	
	Title	Fiscal Manager			City/State/Zip	Chalmette, LA 70043	
Phone:		504-301-2000	EXT.	Phone:		504-301-2000	EXT.
Fax:		504-301-2010		Fax:		504-301-2010	
E-Mail:		dfernandez@sbpsb.org		E-Mail:		craviotta@sbpsb.org	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$160,411 ✓				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Local \$87,000					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
Date <u>7/16/10</u>		Signature of 8(g) Staff <u>[Signature]</u>					
<input checked="" type="checkbox"/> Request Approved		Assigned Log # <u>044-111</u>		Date Received in BESE Office RECEIVED JUL 15 2010 Board of Elementary and Secondary Education			
<input type="checkbox"/> Request Denied		<u>7-16-2010</u> Date		<u>[Signature]</u> Signature of Executive Director			

Title of Project (8 words or less)	Model Early Childhood Program (MECP)		
Purpose of Grant (1 sentence)	In a developmentally appropriate program, improve the readiness skills of children eligible to enter kindergarten the following year.		
Number and Description of Students To Be Served	Forty children who will be four years of age on or before September 30, 2010.		
Project Implementation Date (with students)	August 25, 2010	Project Ending Date (with students)	May 26, 2011
Project Sites and Personnel (List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1	Preschool Programs	Deborah Seibert	Principal
2 044012	Joseph Davies Elem.	Donna Schultz	Principal
3 044024	Chalmette Elem.	Elizabeth Winslow	Principal
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
Proposal Preparation (List school-level personnel involved in the preparation of this proposal.)			
Name	Title/Position	School	
Debbie Seibert	Principal	Preschool Programs	
Elizabeth Deshotel	Educational Specialist	Joseph Davies Elem.	
Lauren Lombardo Palmer	Teacher	Chalmette Elementary	
June Truitt	Teacher	Joseph Davies Elem.	

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

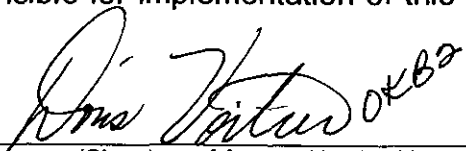
I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Doris Voitier

(Print Name of Agency Head)


(Signature of Agency Head in blue ink)

7/14/10
(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$124,668.00
EMPLOYEE BENEFITS (200)	\$35,743.00
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	
SUPPLIES (600)	
PROPERTY (700)	
TOTAL COST (Round to nearest dollar)	\$160,411.00 ✓

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$124,668.00
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	\$124,668.00 ✓

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

The MECP program will employ the following: two full-time teachers and two full-time aides providing early childhood services as enumerated in the *LA Standards for Programs Serving Four-Year-Old Children* in two preschool classrooms.

Teacher Name	Cert. Number	Area of Certification	Salary
1) Lauren L. Palmer	Lv 2 - 452142	PK-3	\$42,634.00
2) June Truitt	B - 074263	Elementary Nursery, Elementary Kindergarten	\$48,997.00
Aide Name	Highly Qualified		Salary
1) Cheryl Lay	Yes		\$15,376.00
2) Rose Barone	Yes		\$17,661.00

\$124,668.00

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$24,682 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	\$1,529
	230	Retirement Contributions	\$9532
	260	Workmen's Compensation	
		Object Code Total	\$35,743 ✓

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Name	Group Ins.	Medicare	Retirement
Palmer	5801	618	8612
Truitt	9359	710	9897
Lay	0	223	3106
Barone	9522	256	3568
	<u>\$24,682.00</u> ✓	<u>\$1,807.00</u> (89 paying \$1,529)	<u>\$25,183</u> (89 paying \$9,532)

Since 8(g) funds are not available to cover the entire cost of benefits, other funding sources will have to be used. We will use \$35,743.00 of 8(g) funds to cover a portion of these benefits.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 4
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	0
	320	Purchased Educational Services	
	340	Technical Services	
		Object Code Total	0

BUDGET NARRATIVE: Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**Budget Detail Page 5****2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
400		Purchased Property Services	0
	430	Repairs & Maintenance Services	
	440	Rentals	
		Object Code Total	0

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, rate, and justification.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	0
	510	Student Transportation Services	
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	
		Object Code Total	0

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	0
	610	Materials and Supplies	
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	0

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 8
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	0
	730	Equipment	
		Object Code Total	0

BUDGET NARRATIVE: Provide detailed description of items to be purchased with quantity and cost and intended use of each. Charges associated with equipment purchases must be delineated by service and cost.

IMPORTANT: All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. *Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.* All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Proposal Narrative Form

2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20-1	20-2 10-1	167	390 minutes

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Lauren Lombardo Palmer	Level 2	452142	20
2.	June Truitt	B	074263	20
3.				
4.				
5.				
6.				

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$140,969	40	\$160,411	40
Title I	\$140,000	40	\$165,208	40
Even Start	0	0	0	0
Special Education**	\$72,422	50	\$75,000	50
Head Start*	0	0	0	0
REAP	0	0	0	0
EEF	\$85,512	20	\$86,442	20
Locally Funded***	\$87,000	20	\$87,000	20
LA 4	\$1,411,450	280	\$1,405,458	280
Others	0	0	0	0

* If district is grantee for Head Start – Used in our preschool program for 3 year old students

** The dollar amounts do not represent the total cost of providing services to the number of students with IEPs represented here. We operate a full inclusion preschool program. The costs of salaries and services provided by Special Ed. Teachers, Speech Therapist, OT/PT, etc. are absorbed through IDEA and the General Fund.

***Does not represent costs for transportation, custodial, and maintenance services (Gen. Fund).

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
X	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
X	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: The Creative Curriculum for Early Childhood

b) Describe the developmentally appropriate curriculum being used:

The Model Early Childhood Program is designed according to the *LA Standards for Programs Serving Four-Year-Old Children* and uses The Creative Curriculum for Early Childhood. The belief that all children can learn in a developmentally appropriate environment that is consistent with their needs, pace, and capabilities is the cornerstone of the program's philosophy. Active learning, key experiences, room arrangement, daily routine, child observation and evaluation, and parental involvement are the building blocks. This strong foundation allows the child to develop in these areas: language, physical, social-emotional, cognition, problem-solving, mathematics, and creative development.

The program is broad in scope and sensitive to the individual needs and capabilities of the young child. The curriculum allows the child to actively participate in both structured and unstructured activities. The program is developmentally appropriate and is based on the following:

1. Children grow at individual rates emotionally, socially, physically and intellectually.
2. Children learn through their senses, active involvement, attitudes, and play.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

The five developmental domains (Cognitive Development, Language and Literacy Development, Social and Emotional Development, Health and Physical Development, and Creative Arts Development) serve as the basis for our preschool program. The domains are interdependent and delineate the content practice standards. The standards serve as a guide for designing and implementing strategies and activities that will facilitate learning and skill acquisition.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Parent involvement in the Model Early Childhood Program is encouraged in a number of ways. In the beginning of the year parents and their children are transitioned into the program with a visit to the preschool classes for orientation. A one on one family conference is also conducted prior to the first day of school. Throughout the year an open door policy is in place to allow parents the opportunity to spend time in the class. Parent volunteers accompany the children on field trips. Parenting workshops are held once a month to allow parents the opportunity to improve their parenting skills. A referral is made to our Adult Ed. Center to help parents work toward passing the GED. Parents will participate in special activity days. A Grandparent's Day is also held. In the Spring a second one on one family conference is conducted to ease the transition to kindergarten.

e) Describe the classroom environment:

A consistent daily routine enables children to function securely in this full-day program. An integral part of the daily routine is the plan-do-review process. Children are able to initiate their own plans, carry them out, and recall what they did. As they interact with other children, adults observe the children's behaviors and abilities. These observations guide adults in evaluating, planning, designing, and implementing developmentally appropriate teaching strategies.

The rooms are arranged in learning centers designed to facilitate socialization and achievement in both cognitive and affective areas. The emphasis is on exploration and discovery, talking about and sharing experiences, listening, looking, expanding vocabulary, and integrating ideas. The child uses art, play dough, blocks, sand/water, science discovery, books, tapes, computer activities, cooking, housekeeping, dramatic play, gross motor skills, manipulatives, and a variety of commercial games and materials.

Small group time is another important component of the daily routine. It is the adult's responsibility to prepare for the small group segment by choosing the key experience or activity, and securing enough materials. The adult initiates the activity and allows each child to explore his/her materials. The adult guides the conversation by asking open-ended questions and allows time for the child to respond and interact with other children. The adult expands on responses and helps the child relate the experience to something with which he/she is familiar.

f) Describe the outdoor playground environment:

The outdoor play environment is safely maintained and encourages play and learning. The outdoor playground environment provides opportunities for children to develop coordination, balance, spatial awareness, and strength through gross motor activities. Students will be engaged in activities such as: climbing, marching, hopping, running, jumping, and dancing. Students will be able to ride tricycles as well as bounce, kick, throw, catch, and roll balls. Bean bags are used to facilitate throwing and spatial awareness.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

The Early Childhood Program supports the use of developmentally appropriate hands-on activities. These experiences support interrelated development of problem solving, critical thinking, communication, and social skills within a meaningful context for the child. Hands-on activities are used in a variety of settings including play, language and literacy, mathematical, scientific, and creative arts experiences. Requiring rote memorization/recitation (e.g., alphabet, colors, shapes, numbers, days of the week, months, nursery rhymes) and seating children at tables to complete paper and pencil/crayon tasks as whole group time activities are not appropriate practices.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

The pre-kindergarten environment shall promote meaningful engagement for learning through language and literacy experiences to foster development of skills such as retelling stories (e.g., storybook reading, story dramatization, flannel board stories, puppet shows); book/print concepts (e.g., playing with language in enjoyable songs/chants/rhymes/poems, developing knowledge of the alphabetic principle or understanding that letters in written words represent phonemes/sounds in spoken words); developmental writing (e.g., attending to meaningful word labels; observing frequent adult use of written language for meaningful purposes such as writing messages on chart tablets or writing out a recipe; having many opportunities to spontaneously scribble-write, leading to use of letter-like forms and on to random use of real letters, all of which are precursors to later developing phonetic spelling ability).

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

The pre-kindergarten environment shall promote meaningful engagement for learning through numeracy experiences to foster development of skills such as counting (e.g., rote counting through songs, fingerplays, and rhymes, counting during daily activities, playing simple games such as Chutes and Ladders, Concentration, etc., attending to number usage, estimating); recognizing patterns and their relationships (e.g., copying simple clapping patterns, creating "people patterns" with children, finding patterns in the environment, making predictions about patterns by extending them); geometry and spatial sense (e.g., talking about geometric shapes as children use blocks in play, finding shapes in the environment, creating and constructing using empty boxes, tubes, and containers, describing spatial relations with regard to position, movement and distance); measurement (e.g., making comparisons without measurement tools to learn concepts such as shorter, longer, heavier, lighter, etc., using non-standard measures such as pieces of string, links, etc. to determine size, exploring and utilizing clocks, rulers, measuring cups, etc. for introduction to standard units of measure); and data collection, organization, and representation (e.g., sorting and classifying materials by specific attributes, making pictorial graphs, analyzing and interpreting data represented by the graph).

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

To help determine the needs of the individual students. Classroom teachers will be required to maintain a portfolio on each student. The portfolio will contain work samples such as art work, writing samples, teacher observations including anecdotal notes and the Creative Curriculum Developmental Checklist. DSC Assessment is administered 3 times during the school year (September, January, and May). Based on the results of the DSC Assessment and in conjunction with results from the teacher's anecdotal notes and the Creative Curriculum checklist, an Individual Pupil Plan (IPP) is created for each student. The IPP has been developed to document progress in the academic areas including but not limited to literacy and numeracy. The IPP is completed at the end of each nine week period. Results are shared with parents. A record of parent conferences and referrals will also be kept.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

Teachers are trained on the ECERS. All teachers new to the Early Childhood program must undergo an ECERS evaluation by an outside consultant. Veteran PreK 4 teachers are randomly selected to undergo ECERS. The results are used to provide professional development for the individual teacher as well as all other PreK 4 teachers. This process is dependent on the availability of ECERS Assessors funded through the LA Dept. of Education.

l) Describe plans for professional development for program staff:

All preschool teachers along with all other K-12 teachers will continue to be trained on Grade Level Expectations (GLEs) and the accompanying Model Curriculum Framework prior to and during the 2010-2011 school year. New teachers will be trained on GLEs, the MCF and the LA Standards for Programs Serving Four-Year-Old Children. This training will be planned and carried out in coordination with the St. Bernard Parish Professional Development Specialist. Training is conducted on district-wide inservice days as well as at the individual school level. In addition, additional training on topics such as: CPR, first aid, and child abuse prevention are conducted annually.

m) Other related information that helps describe the project:

NA

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
August 4 – 10, 2010	Teacher Inservice
August 11 – 24, 2010	Parent Orientation / One on One Parent Conferences / Screening
August 25, 2010	First Day of School for Students
Sept. 7 – 24, 2010	Pre - Assessment DSC ✓
November 1, 2010	Parent Conference Day
November 1, 2010	Teacher Inservice Day
January 3 – 14, 2011	Mid - Year Assessment DSC ✓
January 18, 2011	Teacher Inservice Day/Parent Conference Day
April 11 – 21, 2011	One on One Parent Conferences
May 2 – 13, 2011	Post - Assessment DSC ✓
May 26, 2011	Last Day of School for Students
Monthly	Parent Workshops
Bi-Monthly	Field Trips

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

SAMPLE Classroom Schedule

Time	Activity
8:30-8:45	Arrival, Centers
8:45-9:15	Breakfast
9:15-9:40	Greeting Circle
9:40-9:50	Structured Outdoor Play
9:50-10:20	Outdoor Play Free Choice
10:20-10:30	Bathroom
10:30-10:50	Group Activities
10:50-12:00	Free Choice Centers
12:00-12:15	Music/Movement
12:15-12:45	LUNCH
12:45-1:15	Language/Story Time
1:15-2:15	Rest Time
2:15-2:45	Outdoor Play Free Choice
2:45-3:00	Snack Time
3:00-3:20	Group Activities
3:20-3:30	Bathroom
3:30	Dismissal

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 1 of 3 75% of the students participating in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist	Post tests scores for the Developmental Skills Checklist will be used.	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 2 of 3 75% of the students participating in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist.	Post tests scores for the Developmental Skills Checklist will be used.	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 3 of 3 100% of the parents will participate in at least one parent involvement activity over the course of the year.	Parent sign-in sheets will be used to verify participation in activities.	TO BE COMPLETED FOR END OF YEAR REPORT

Name: LAUREN ANNE PALMER


Certificates or Permits:


☒ **LEVEL 2 452142** Issued:5/3/2006
Valid For: 5/3/2006 - 5/3/2011, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 5/3/2006

[Print this certificate into PDF file](#)

[Print this certificate into HTML page](#)

 **OFAT 423773** Issued:12/2/2003
Valid For: 8/1/2003 - 5/31/2004, Not Valid
(800) PK-3, 12/2/2003
(044) St.Bernard Parish, 12/2/2003

 **LEVEL 1 417235** Issued:8/4/2003
Valid For: 8/4/2003 - 8/4/2006, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 8/4/2003

Degree(s):

2003 B.A., UNIVERSITY OF NEW ORLEANS

General Area(s) Of Certification:

(800) PK-3, Grade(s):24-3, 2/9/2004

(111) ELEMENTARY GRADES, Grade(s):1-8, 8/4/2003

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Name: JUNE CHRISTINE TRUITT


Certificates or Permits:


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 **C 134076** Issued:6/28/1991
Valid For: 6/28/1991 - 6/28/1994, Not Valid

Degree(s):

1991 B.A., UNIVERSITY OF NEW ORLEANS

General Areas(s) Of Certification:

(101) KINDERGARTEN, 6/28/1991

(103) NURSERY SCHOOL, 6/28/1991

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/28/1991

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